DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 1/ Leader, Villain, or Average Joe: The Study of Character Traits   Course Code: ELA

COURSE INTRODUCTION: Students in first grade build on skills taught in kindergarten. These skills include reading, writing, listening, and speaking, although this list is not all-Inclusive. Students should have exposure to the following foundational skills: print concepts, phonological awareness, phonics, basic decoding, fluency, and word recognition. Building on these skills, students will advance their literacy understandings. As they continue to grow, students will participate in a wide variety of Read-alouds and literacy experiences. These units are designed to incorporate various activities in a wide-range of curricular areas. Students will explore animal diversity by traveling through a variety of biomes. They will expand their knowledge of text features and character traits. Students will also learn to express opinions through writing. a

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UNIT DESCRIPTION: Building on the retelling of stories using characters, setting, and key events, students focus on character traits. Students read and listen to stories and poems with strong characters. They also read and listen to informational texts about the historical figures of George Washington and Abraham Lincoln, and analyze for the character traits that make the historical figure a good leader. In response to reading, students use details from the text to support character analysis in writing. Using the same skills of identifying and supporting with evidence from the text, students write an opinion piece based on the character traits of George Washington or Abraham Lincoln, and create a digital mini-book that highlights the historical leader, his character traits, and his contributions to the United States.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf. Resources based on the Universal

SUGGESTED UNIT TIMELINE: Approximately 5-6 weeks

CLASS PERIOD (min.): 90 minute Reading-Writing Workshop

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Design for Learning principles are available at www.cast.org. **Provide Feedback**	

ESSENTIAL QUESTIONS:

1. How do the decisions and actions of characters reveal their personalities?

2. What character traits make a character a leader?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES:		**CROSSWALK TO STANDARDS**				
		CA GLE	**Performance Goals**	**CCSS ELA Grade Level**	**CCSS ELA Anchor**	**DOK**
1. The student will describe key characters in a story or poem using character trait words and details from the text.		R.1.H.1.a	1.5 1.6 3.5	RL.1.3		3
2. The student will describe key characters in a nonfiction text using character trait words and citing examples from across the text		R.3.C.1.b	1.5 1.6 3.5	RI.1.3 RL.1.5		2
3. The student will distinguish between information provided by the text and information provided by the illustrations. Use both pictures and text to describe a character, citing examples from across the text.		R.1.G.1.c R.1.H.1.a	1.5 1.6 3.5	RL.1.7 RI.1.6		3

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4. The student will infer character traits based on details from the tex**t** during a Read Aloud**.**		**R.1.H.1.e**	1.5 1.6 3.5	**RL.1.1** **RI.1.1**		**3**
5. The student will sort character trait words into the categories of "Leader," "Villain," and "Average Joe."		**W.2.D.1**	2.1	**L.1.5.a** **L.1.5.b** **L.1.5.c** **L.1.5.d** **L.1.6** **SL.1.1.a** **SL.1.1.b** **SL.1.1.c**		**2**
6. The student will compare and contrast the actions of the main characters from two texts. Based on the comparisons, the student will infer character traits of each character.		**R.1.I.1.a**	1.5 1.6 1.9	**RL.1.9**		**2**
7. The student will write an opinion piece based on research, introducing the selected leader, state an opinion about the character of the leader, supply reasons for the opinion, and provide a sense of closure.		**W.3.A.1.a** **I.1.A.1**	1.8 2.1 1.1 1.4	**W.1.1** **L.1.1.a** **L.1.1.b** **L.1.1.c** **L.1.1.f**		**3**

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				L.1.2.a L.1.2.c L.1.2.e		
8. The student will revise an opinion piece draft with the help of an adult.		W.1.A.1.d W.2.B.1	1.8 2.1 2.2	W.1.5		2
9. The student will use beginning capitalization and end punctuation correctly.		W.2.E.1.b	2.2	L.1.2.b		1
10. The student will use complete sentences with correct verb tense.		W.2.C.1.b	2.1	L.1.1.e L.1.1.j		2
11. The student will use conventional spelling for most words on the final draft.		W.2.E.1.e	2.2	L.1.2.d		1
12. The student will use digital tools to create an electronic mini-book highlighting the contributions and character traits of the researched historical leader.		I.1.A.1 W.1.A.1.f	1.1 1.4 1.8 2.1 2.2	W.1.6		3
13. The student will read prose, poetry, and	.	R.1.D.1.a	1.5	RL.1.10		3

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informational text appropriate for Grade 1.		R.2.C.1.a	1.6	RI.1.10		
		R.2.C.1.b	3.5	RF.1.1		
		R.2.C.1.c	1.9	RF.1.2.a		
		R.2.C.1.d	3.1	RF.1.2.b		
		R.2.C.1.e	2.4	RF.1.2.c		
		R.3.C.1.a		RF.1.2.d		
		R.3.C.1.b		RF.1.3.a		
		R.3.C.1.c		RF.1.3.b		
		R.3.C.1.d		RF.1.3.c		
		R.3.C.1.e		RF.1.3.d		
				RF.1.3.e		
				RF.1.3.f		
				RF.1.3.g		
				RF.1.4.a		
				RF.1.4.b		
				RF.1.4.c		

ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)

Formative Assessment/Summative Assessments: Students fill out Character Trait Charts as a response to the Read Aloud lesson. Character trait charts have students include evidence from the text, and focus on what the author says and what a reader can infer from the actions and thoughts of the character. Students also infer character traits from illustrations. (Objectives 1, 2,3, 4) DOK 3

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(See **Summative Assessment_Character Trait Chart**)

Summative Assessment: Students write an opinion piece in which they choose two character traits that best describe their selected historical figure of George Washington or Abraham Lincoln, and support their opinions based on evidence from the research done during the unit. (e.g. George Washington was brave. I think George Washington was brave because . . .) Students will also use the Opinion Writing Checklist to guide the revision and editing process. (Objectives 7, 8, 9, 10, 11) DOK 3

(See **Summative Assessment_Opinion Writing Checklist**)

Summative Assessment: Students create a mini-book about George Washington or Abraham Lincoln highlighting the character traits and major accomplishments of their selected historical figure. Students use a digital template to create the book. (http://www.readwritethink.org/classroom-resources/student-interactives/stapleless-book-30010.html) (Objective 12) DOK 2

*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)

Obj. 1 Obj. 4	**1. INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)** **DESCRIBING CHARACTERS USING DETAILS FROM A TEXT (LITERARY TEXT)** **1.** Activate schema: Build on prior knowledge: Ask students to think about the story, **The Three Little Pigs.** Ask students to retell the story to a shoulder partner. **2.** Model a Think Aloud as you read **The Three Little Pigs** by Paul Galdone**,** pausing to identify one character trait for each pig and an example from the text that supports that character trait. After you finish the story, ask students what they can tell about each of the three little pigs. **3.** Guided Practice: Create a Character Trait Anchor Chart with space for Title, Character, Character Trait, and Evidence from the Text. Explain to students that character traits tell or show how a character in the story looks, feels, or acts. Explain that when you want to understand a character and their behavior, you look for details about the character in the text. Model with the first little pig, going back into the text to guide you. Have students help fill in the chart with a character trait and details from the text for the third little pig. If time allows, have students talk about the big bad wolf and decide on a character trait for him, going back into the text for support.

4. As you read each book or poem in this unit, continue to fill in the chart. Give students more and more responsibility for filling in the character traits and examples of that character trait on the chart. Assess for understanding by reading a book with a strong character aloud to the students. Have students fill in their own Character Trait charts independently. Resources for this unit include choices of character trait charts so you can choose a chart based on the support needs of your students.

5. Begin a Character Trait Word List Anchor Chart with the first Read Aloud, adding new character trait words with each book you read. Students use the words on the chart during writing time and for a sorting activity later in the unit.

6. Practice identifying character traits and supporting the trait with evidence from the text might also include helping students create a digital Character Scrapbook. For this type of practice, the teacher would model with a Think Aloud as the program walks the reader through each step. After modeling with two or three Read Alouds, this activity can be turned over to the students, either as an activity during the reading block or as a whole group practice in the computer lab. Because the Character Scrapbook allows for several responses on each page, the activity works for all levels of learners. Students can be directed to add only one response on each page or as many as they can.

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Obj. 1	1. INSTRUCTIONAL ACTIVITIES: (What Students Do)
Obj. 4	**DESCRIBING CHARACTERS USING DETAILS FROM A TEXT (LITERARY TEXT)**
	1. Listen carefully to the Read Aloud text. Discuss questions and prompts about the selected Read Aloud book with shoulder partners, thinking partners, classmates, etc.
	2. With guidance and support at the beginning of the unit, students describe characters in stories using character trait words and details from the story, filling in the Character Trait Anchor Chart as a class activity. Students take on more responsibility for filling in the chart as the unit continues.
	3. Listen to a class Read Aloud and fill in the individual student Character Trait Chart independently. Print resources include choices of character trait charts to allow for differentiation.
	(See **Instructional Activity 1_Character Trait Chart 1**)
	See **Instructional Activity 1_Character Trait Chart 2**)
	4. With guidance and support, students create a digital character scrapbook, using Scholastic's Character Scrapbook.

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Obj. 2	2. INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
Obj. 4	**DESCRIBING CHARACTERS USING DETAILS FROM ACROSS THE TEXT (INFORMATIONAL TEXT)**
	1. Activate schema: Review character traits words on the Character Trait Word List Anchor Chart. Have students identify a character from the literary texts who displayed one of the character trait words listed. Ask students if they know of someone with the same character trait as the fictional character named. Give students time to discuss this and to give examples of why they think that person has this character trait.
	2. Introduce the book, **A Picture Book of George Washington** by David Adler. Ask students what they know about George Washington and explain he was a real person who lived long ago. Ask them to think about what George Washington says or thinks in the book, what he does, and how he feels. Make four or five stops across the text as you read to let students talk about the character of George Washington. Help students decide on two or three character traits they can support by using details in the text. Go back into the text to see if each character trait can be supported across the text. If so, add to the Character Traits Anchor chart that was created at the beginning of this unit. If the character trait suggested cannot be supported with examples from across the text, have students look for a different character trait. Add new character traits to the Character Trait Word List Anchor Chart.
	3. Continue with other nonfiction texts, adding to the charts with each Read Aloud. Be sure to read books about George Washington, and Abraham Lincoln since students will be writing an opinion paper about one of these two historical figures as part of this unit. Assess for understanding by having students listen to a picture book biography and fill in the Character Trait Across the Text student chart independently.

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Obj. 2	2. INSTRUCTIONAL ACTIVITIES: (What Students Do)
Obj. 4	**DESCRIBING CHARACTERS USING DETAILS FROM ACROSS THE TEXT (INFORMATIONAL TEXT)** **1.** Listen carefully to the Read Aloud text. Discuss questions and prompts about the selected Read Aloud book with shoulder partners, thinking partners, classmates, etc. **2.** With guidance and support at the beginning of the nonfiction character trait section of this unit, students describe characters in picture book biographies using character trait words and details from across the text, filling in the Character Trait Anchor Chart. Students take on more responsibility for filling in the chart as they listen to the nonfiction biographies. **3.** Listen to a class Read Aloud and fill in the individual student Character Trait Across the Text Chart independently. (See **Instructional Activity 2_Character Trait Chart from Across the Text**)

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Obj. 3	3. INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
Obj. 4	**USING ILLUSTRATIONS IN A TEXT TO HELP DESCRIBE A CHARACTER**
	1. Select a text for a Read Aloud that provides four to five examples of pictures illustrating character traits such as body language, facial expression, etc. (**The Recess Queen** by Alexis O'Neill has several examples of facial expressions and body language.)
	2. Activate schema: Remind students knowing how a character looks, feels, and behaves help them understand the story better. Introduce the idea that sometimes a reader can get information about a character from a picture in the text. Begin reading the selected text. Model by holding up a picture and talking about the clues you see in the picture that makes you think the character is a certain way. (Think Aloud)
	3. Repeat this process two more times during the Read Aloud with two other pictures, sharing your thinking each time.
	4. Guided Practice: Have students discuss what the illustrations show them about the character in two more illustrations. Have students identify the character trait that is represented by the illustration.
	5. Add items to the Character Trait Anchor Chart and the Character Trait Word List Anchor Chart.
	6. As you focus on supporting the character trait with examples from the text during this unit, ask students if the example comes from the text or the illustrations. Remind students that pictures and words give the reader information about a character, and using the two together gives the reader a better understanding of the story.
	7. To assess understanding, read a book with several examples of body language and facial expression that can be evidence of a particular character trait and have students fill out the individual Character Traits: How Can You Tell Chart, using one of the illustrations from the text as support for the character trait identified.

Obj. 3	**3. INSTRUCTIONAL ACTIVITIES: (What Students Do)**
Obj.4	**USING ILLUSTRATIONS IN A TEXT TO HELP DESCRIBE A CHARACTER**
	1. Listen carefully to the Read Aloud text. Discuss questions and prompts about the selected Read Aloud book with shoulder partners, thinking partners, classmates, etc.
	2. Describe characters in picture books with character trait words using the pictures from the book and filling in the Character Trait Chart. Students take on more responsibility for filling in the chart as they listen to the Read Alouds and practice identifying what the illustration tells them about the character.
	3. Listen to a class Read Aloud and fill in the individual student Character Traits: How Can You Tell Chart and including one of the illustrations from the text as support for the character trait identified.
	(See **Instructional Activity 3_How Can You Tell**)

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Obj. 5	4. INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	CHARACTER TRAIT SORT
	1. Create a word sort chart for "Leader," "Villain," and "Average Joe". Discuss what each of the categories mean and have students give examples. Good examples for "villain" might be the big, bad wolf from **Little Red Riding Hood** or the mean stepmother in **Snow White.**
	2. After students understand what the categories mean, have students help sort the words from the Character Trait Word List Anchor Chart and put them into the correct category.
	3. As you discuss the meaning of the character trait words with the students during the rest of this unit, ask students which category they would put the new character trait word.
	4. For additional support, randomly select several of the character trait words from the Character Trait Word List Anchor Chart and have students write the words in the correct category as a practice activity. This can be done several times throughout the unit as new words are added to the chart.
	5. To give students practice using character trait words to describe, have students use character trait words to describe themselves. Students should give details about themselves to support the character trait word used.
Obj. 5	4. INSTRUCTIONAL ACTIVITIES: (What Students Do)
	CHARACTER TRAIT SORT
	1. Work with classmates to put the character trait words into the correct categories.
	2. Explain what the character trait word means and give an example of the trait.
	3. Fill in individual Character Trait Word Sort Charts using selected character trait words.
	(See **Instructional Activity 4_Character Trait Work Sort**)
	4. Fill in character trait frames about themselves using one of the character trait words. (I am _____ because _____.)

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Obj. 6	**5. INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	COMPARE AND CONTRAST THE ACTIONS OF THE MAIN CHARACTERS FROM TWO TEXTS
	1. Activate schema: How do we find out about the characters in our stories? Have students turn and talk to remind them to understand the characters in the stories, they need to think about what a character says or thinks, what the character does, and how the character feels.
	2. Select two books where the main characters display evidence of a character trait through the actions they do in the story. (**The Paper Bag Princess** by Robert Munsch and **Boxes for Katje** by Candace Fleming are two good examples.) Read one of the books and have the students help recall what the character does in the story. Record the actions of the main character on a chart. Model with a Think Aloud how to use what the character does to help understand the character better. Identify the character trait that is supported by the actions and record on the chart.
	3. Follow the same process with another book on a different day. This time, have students turn and talk using this sentence stem to guide them:
	I think _____(the main character) was _____ (character trait) because _____ (evidence from the action).
	4. After analyzing the main characters in two stories, help students fill out a compare-contrast chart, comparing the actions of two characters.
	5. To help students understand that the actions of a real person also shows the character traits of that person, read picture book biographies and follow the same procedures.
	6. To assess understanding, have students compare and contrast Goldilocks and Little Red Riding Hood after retelling or rereading the stories to them. Have students find one way they are alike and one way they are different using details from the texts.

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Obj. 6	5. INSTRUCTIONAL ACTIVITIES: (What Students Do) **COMPARE AND CONTRAST THE ACTIONS OF THE MAIN CHARACTERS FROM TWO TEXTS** **1.** Listen carefully to the Read Aloud text. Discuss questions and prompts about the selected Read Aloud book with shoulder partners, thinking partners, classmates, etc. **2.** Identify the actions of the main characters in two books. Based on the actions of the main character in each book, identify the character trait that is supported by the action. **3.** Work with classmates to help fill out the class main character compare-contrast chart. **4.** Identify one trait Goldilocks and Little Red Riding Hood have in common and the evidence that supports their choice and one trait each character has that is different. Fill in the individual compare and contrast chart. (See Instructional Activity 5_Compare Contrast Chart)
Obj. 7 **Obj. 8** **Obj.9** **Obj. 10** **Obj. 11**	6. INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods) **OPINION WRITING: WHAT KIND OF PERSON WAS _____?** **1.** With the students, revisit the nonfiction books about George Washington and Abraham Lincoln. Using the information already on the Character Trait Anchor Chart, create a chart for each of the two historical leaders. Have students work together to list the traits and the evidence from the text that supports that trait. **2.** During the writing block, have students decide on one of the two leaders to write an opinion piece paper about and record their choice. Begin a series of Mini-lessons to show students how to introduce the selected leader, state an opinion about the character of the leader, supply reasons for their opinion, and how to provide a sense of closure. Students should see several proficient examples of opinion writing before they are expected to produce one on their own. Each time you show the students an example of opinion writing, use the Opinion Writing Checklist to help students identify what makes the paper proficient. As part of Guided Practice, have the students help create a shared opinion writing piece, modeling your thinking and asking for input from the students. **3.** Allow time for students to create a draft of their opinion paper. During their work time, conference with individual students to help them as needed.

	4. After students are finished with their drafts, present a Mini-lesson on how to work with a partner to revise their draft using a revision checklist. **5.** Before students turn in their opinion papers, show them how to use an editing checklist to check for beginning capitalization, ending punctuation, complete sentences, and correct spelling. **6.** Provide time for students to rewrite their final copies of their opinion pieces so the paper is neat and as correct as they can make it. **7.** Celebrate by having students share what they wrote.
Obj. 7 Obj. 8 Obj. 9 Obj. 10 Obj. 11	**6. INSTRUCTIONAL ACTIVITIES: (What Students Do)** **OPINION WRITING: WHAT KIND OF PERSON WAS _____?** **1.** Identify the historical leader to write an opinion piece about and the character traits that describe him, based on the information that was learned during the Read Alouds and/or books that students read. **2.** Draft, revise, edit, and create a final copy of an opinion piece which introduces the selected leader, states an opinion about that leader, supplies reasons for the opinion, and provides a sense of closure. **3.** Work with a partner to revise and edit the opinion piece, using the Revision/Editing Checklists. (See **Instructional Activity 6_Opinion Revision Editing Checklist**) **4.** Celebrate and share their finished product with a partner, the class, etc.

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Obj. 12	**7. INSTRCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	DIGITAL Mini Books: HIGHLIGHING A HISTORICAL FIGURE
	1. Working with the computer class teacher, introduce the students to the concept of creating their own digital mini-book from a template. A good resource for this project is the stapleless mini-book template from ReadWriteThink. (http://www.readwritethink.org/classroom-resources/student-interactives/stapleless-book-30010.html
	2. To help students visualize what the finished project will look like, share a mini-book you created from the template.
	3. As students work through the template, model each page of the 8-page booklet.
	4. Suggested pages:
	- Page 1—Title and Author - Page 2—Picture and 3 facts about the selected historical figure - Page 3—Character Trait of the selected historical figure with a supporting detail - Page 4-- Character Trait of the selected historical figure with a supporting detail - Page 5—An Interesting Fact - Page 6-- *5 W's Poem about the selected leader, being sure to include three character trait words as part of the explanation - Page 7—Resources - Page 8—Last page already filled in by ReadWriteThink
	*If the 5 W's Poem has not been taught, it will need to be taught during writing block. For example: Who: George Washington What: brave, responsible, leader When: when America still belonged to England Where: in the English colonies Why: the King asked him to **5.** Display the finished mini-books.
Obj. 12	**7. INSTRUCTIONAL ACTIVITIES: (What Students Do)**

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	DIGITAL Mini Books: HIGHLIGHING A HISTORICAL FIGURE **1.** With adult guidance, students use a digital template to produce and publish an 8-page mini-book about George Washington or Abraham Lincoln. Students use the information they learned from the reading and writing activities of this unit.
Obj. 13	**8. INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)** **Reading Instruction in a First Grade Classroom** **1.** During this unit, continue to meet with small groups of students to work on reading skills and strategies at their instructional levels, conference with individual students about what they are reading independently, and present whole-group Mini-lessons around the needs of the class and this unit of study. Small group work might include students reading texts with strong characters at an instructional level for the group, and then talking about the character traits of that character. During independent reading time, conference with individual students, have them identify the character traits of the characters in the books they are reading, and show examples to support the trait named. 2. Continue to assess students for progress. (i.e., running records, comprehension checks, etc.)
Obj. 13	**8. INSTRUCTIONAL ACTIVITIES: (What Students Do)** **Reading Instruction in a First Grade Classroom** **1.** With adult guidance, students ask and answer questions during the whole group Read Alouds. **2.** Read instructional level books, focusing on needed skills and strategies. This is a time many of the reading foundational skills can be addressed. **3.** Read independently within the grade level text complexity band.
	UNIT RESOURCES: (include internet addresses for linking)

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Possible Stories:

Brimner, Larry Dane. *New Kid.* Scholastic Library Publishing, 2003.

Brimner, Larry Dane. *Summer Fun*. Scholastic Library Publishing, 2011.

Brimner, Larry Dane. *Cool Coats.* Children's Press, 2003.

Brimner, Larry Dane. *Trash Trouble.* Scholastic Library Publishing, 2003.

Johnston, Tony. *Sparky and Eddie: The First Day of School.* Scholastic, 1997.

Lanza, Barbara. *Snow White.* Cartwheel, 2003.

MacDonald, Margaret Read. *The Girl Who Wore Too Much.* August House, 1998.

Minchella, Nancy. *Momma Will Be Home Soon.* Scholastic, 2008.

Murray, Carol. *Hurry Up.* Children's Press, 2003.

Parrish, Peggy. *Amelia Bedelia I Can Read Picture Book.* Harper Collins, 1999.

Parrish, Peggy. *Come Back Amelia Bedelia.* HarperCollins, 1995.

Park, Barbara. *Junie B., First Grader (at last).* Scholastic, 2002.

Rylant, Cynthia. *The Case of the Fidgety Fox.* HarperCollins, 2004.

Silverman, Erica. *Cowgirl Kate and Cocoa: School Days.* Harcourt, 2007.

Walton, Rick. *Bertie Was a Watchdog.* Candlewick Press, 2002.

Possible Poems:

Davidson, Arden. "Bye-Bye Baby."

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Davidson, Arden. "Stage Fright."

Possible Read Aloud Stories:

Auch, Mary Jane and Herm. *The Princess and the Pizza.* Holiday House, 2003.

Casanova, Mary. *Some Dog*. Farrar Straus & Giroux, 2002.

Carville, James. *Lu and the Swamp Ghost* . Atheneum Books, 2004.

Cooper, Helen. *Pumpkin Soup*. Doubleday, 1998.

Fleming, Candace. *Boxes for Katje.* Farrar, Straus & Giroux, 2003.

Galdone, Paul. *The Three Bears.* Houghton Mifflin Harcourt 2011.

Galdone, Paul. *The Three Little Pigs.* Houghton Mifflin Harcourt 2011.

Henkes, Kevin. *Chrysanthemum*. Harper Collins, 1996.

Hoffman, Mary. *Amazing Grace.* Penguin Group, 1991.

Hopkins, Jackie. *Goldie Socks and the Three Libearians*. Highsmith Incorporated, 2007.

Mills, Claudia*. Ziggy's Blue-Ribbon Day.* Farrar Straus & Giroux, 2005.

Munsch, Robert. *The Paper Bag Princes*s. Annick Press Limited, 1992.

Munson, Derek. *Enemy Pie.* Chronicle Books, 2000.

O'Neill, Alexis. *The Recess Queen* . Scholastic Incorporated, 2002.

Pfister, Marcus. *The Rainbow Fish*. North South Books, 1999.

Pinkney, Jerry. *Little Red Riding Hood* . Little, Brown, Young Readers, 2007.

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Rathmann, Peggy. *Officer Buckle and Gloria.* G.P Putnam's Sons, 1995.

Watt, Melanie. *Scaredy Squirrel* . Kids Can Press, Limited, 2008.

Possible Read Aloud Poetry:

Crawley, Dave. "I Will Not Tease Rebecca Grimes."

Giggle Poetry

Greenfield, Eloise. "Harriet Tubman."

Nesbitt, Kenn. "For My Brother, On His Birthday."

Possible Informational Texts:

Abraham, Philip. *Benjamin Franklin.* Children's Press, 2002.

Abraham, Philip. *George Washington.* Turtleback Books, 2002.

Brannon, Barbara. *Discover George Washington.* Benchmark Education Company, 2005.

Demuth, Patricia. *Johnny Appleseed.* Penguin Putnam Inc., 1996.

Mara, Wil. *George W. Bush.* Scholastic Library Publishing, 2003.

Mara, Wil. *Laura Ingalls Wilder.* Scholastic Library Publishing, 2003.

Nichols, Catherine. *Harriet Tubman.* Scholastic, 2002.

Walker, Pamela. *Abraham Lincoln.* Scholastic, 2001.

The Rookie Biographies Series

GRADE LEVEL/UNIT TITLE: 1/ Leader, Villain, or Average Joe: The Study of Character Traits   Course Code: ELA

Scholastic's First Biographies Series

Possible Read Aloud Informational Texts:

Adler, David A. *A Picture Book of Abraham Lincoln*.   Holiday House, 1989.

Adler, David A. *A Picture Book of George Washington.* Holiday House, 1989.

Adler, David A. *A Picture Book of George Washington Carver.* Holiday House, 1989.

Aliki. *A Weed is a Flower: The Life of George Washington Carver.* Tandem Library, 1999.

Nettleton, Pamela. *George Washington: Farmer, Soldier, President*. Picture Window Books, 2003.

Rockwell, Anne. *Big George: How a shy boy became President Washington.* Houghton Mifflin, 2008.

Winters, Kay. *Abe Lincoln: The Boy Who Loved Books* . Simon and Schuster, 2003.

Technology:

Read-Write-Think. Stapleless Book

ReadWriteThink: Student Materials: Stapleless Book." *Homepage - ReadWriteThink*. N.p., n.d. Web. 14 May 2012.
        <http://readwritethink.org/files/resources/interactives/stapleless/index.html>.

Scholastic's Character Scrapbook

"Character Scrapbook." *Scholastic | Children's Books and Book Club | Scholastic.com*. N.p., n.d. Web. 14 May 2012.
        <http://teacher.scholastic.com/activities/scrapbook>.

Discovery Education: Presidents' Day: Washington and Lincoln

GRADE LEVEL/UNIT TITLE: 1/ Leader, Villain, or Average Joe: The Study of Character Traits   Course Code: ELA

"Welcome to Discovery Education | Discovery Education." Welcome to Discovery Education | Discovery Education . N.p., n.d. Web. 14 May 2012.
          <http://www.discoveryeducation.com>.

Discovery Education: George Washington's Mother

"Welcome to Discovery Education | Discovery Education." Welcome to Discovery Education | Discovery Education . N.p., n.d. Web. 14 May 2012.
          <http://www.discoveryeducation.com>.

Print Resources:

 Character Traits Chart 1 (See **Instructional Activity 1_Character Trait Chart 1**)

Charter Traits Chart 2 (See **Instructional Activity 1_Character Trait Chart 2**)

Character Trait Across the Text 1 (See **Instructional Activity 2_Character Trait Chart From Across the Text 1**)

Character Trait Across the Text 2 (See **Instructional Activity 2_Character Trait Chart From Across the Text 2**)

Character Trait: How Can You Tell Chart (**See Instructional Activity 3_Character Trait How Can You Tell**)

Character Trait Word Sort (See **Instructional Activity 4_Character Trait Word Sort**)

Compare/Contrast Chart (See **Instructional Activity 5_Compare Contrast Chart**)

Revision and editing Checklists (See **Instructional Activity 6_Opinion Revision Editing Checklist**)

Opinion Writing Checklist (See **Summative Assessment_Opinion Writing Checklist**)

Character Trait Assessment (See **Summative Assessment_Character Trait Chart**)

Modifications for Differentiation:

1. When having students fill out character trait charts, choose a chart based on the needs of the student.

2. For students struggling with writing, have students dictate their opinion piece or poem to the teacher.

3. Have students who struggle to get their thoughts down on paper work with partners to produce one story.

4. Have students who need extra support use the class chart to guide them with locating character traits and evidence of the trait.

5. Have students use a graphic organizer such as a web, to organize their thinking.

6. Work with a buddy class in the computer lab so older students can help the first graders with the digital books.